



## Clark County School District

# Charlotte & Jerry Keller ES

## School Performance Plan: A Roadmap to Success

*Charlotte & Jerry Keller ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

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**School Designations:**  Title I     CSI     TSI     TSI/ATSI

*Our SPP was last updated on 10/27/2022.*



## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at [http://nevadareportcard.nv.gov/DI/nv/clark/charlotte\\_and\\_jerry\\_keller\\_elementary/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/charlotte_and_jerry_keller_elementary/2022/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year's SPP.*

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Audrey Carroll	<b>Principal(s)</b> <i>(required)</i>
Christine Casas	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Kristen Davis, Christina Carlson, Leslie Stocker, Thejani Southorn, Carrie Toth-Anderson, Amir Orendain, Erica Hampton, Tony Garcia, Alex Corbin, Cynthia Villalobos, Penny Lane , Debbie Treglio	<b>Teacher(s)</b> <i>(required)</i>
Carla Floyd	<b>Paraprofessional(s)</b> <i>(required)</i>
Yesenia Valencia, Alberto Pina, Ruby Keams	<b>Parent(s)</b> <i>(required)</i>



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
School Organization Team Meeting	8-23-22	<ul style="list-style-type: none"><li>• Spring 22' MAP Growth &amp; SBAC results were reviewed and shared</li><li>• The team reviewed and discussed the action steps from the school's CIP Roadmap and Title 1 Family Engagement policy</li></ul>
Title 1 Parent Meeting	8-30-22	<ul style="list-style-type: none"><li>• Parents wanted to know how they can become more involved with their child's education</li></ul>
School Organization Team Meeting	9-13-22	<ul style="list-style-type: none"><li>• The final copy of the Title 1 Family Engagement Policy was reviewed and approved</li><li>• The final Plan of Operation and Title 1 budget &amp; amendment were reviewed and approved</li><li>• The Fall 22' MAP Growth Results were discussed and reviewed and opportunities for growth were noted</li><li>• The school's CIP Roadmap goals and action steps were reviewed and discussed and input was noted</li></ul>
School Organization Team Meeting	10-25-22	<ul style="list-style-type: none"><li>• Reviewed and discussed the NSPF report, SBAC data, and Fall benchmark data</li><li>• Reviewed and discussed the final draft of the CIP Roadmap to Success 2022-2023 goals and action steps. This was approved unanimously.</li></ul>



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
	Spring 22' MAP Growth Assessment Fall 22' MAP Growth Assessment Spring 22' SBAC/CRT 21-22 NSPF	Panorama District 21' Climate Survey	Classroom observations Classroom Walkthroughs Long range plans
<b>Data Reviewed</b>	<p><i>Areas of Strength:</i></p> <p>The Fall 22' MAP Growth Assessment results showed that 58.9% of Kindergarten students are at/above the 41st percentile in Reading. 60.8% of students in Grade 1 are at/above the 41st percentile in Math.</p> <p>The Spring 22' MAP Growth Assessment results showed that 54% of students met their projected growth in Math and 52% of students met their projected growth in Reading as measured by the Spring 2022 MAP Growth Assessment. In Math, observed growth exceeded projected growth in grades K, 2, 3, 4, and 5 and in ELA, observed growth exceeded projected growth in grades K, 2, and 4.</p> <p>The 2021 SBAC Summative Assessment results showed the following: an increase in grades 3-5 ELA proficiency from 22.5% in 2020 to 29.5% in 2021, an increase in grades 3-5 Math proficiency from 12.6% in 2020 to 23.6% in 2021, an increase in grade 3 proficiency in ELA from 17.3% in 2020 to 27.9% in 2021, an increase in grade 4 proficiency in ELA from 21.3% in 2020 to 23.5% in 2021, an increase in grade 5 proficiency in ELA from 29% in 2020 to 37.5% in 2021, an increase in grade 3 proficiency in Math from 17.3% in 2020 to 27.9% in 2021, an increase in grade 4 proficiency in Math from 12% in 2020 to 23.5% in 2021, an increase in grade 5 proficiency in Math from 9% in 2020 to 20% in 2021, an increase in ELA proficiency in the subgroup of Black students from 6.6% in 2020 to 28.5% in 2021, an increase in ELA proficiency in the subgroup of Hispanic students from 21% in 2020 to 29.8% in 2021, an increase in Math proficiency in the subgroup of Black students from 6.6% in 2020 to 19% in 2021, an increase in Math proficiency in the subgroup of Hispanic students from 11.5% in 2020 to 24.1% in 2021, an increase in ELA proficiency for LEP students from 10.5% in 2020 to 17% in 2021, and an increase in Math proficiency for LEP students from 6.5% in 2020 to 18% in 2021.</p>		



	<p>The 2021 NSPF results showed the following: an increase in Science proficiency from 6.5% in 2019 to 13.9% as measured by the 2021 SBAC, an increase in the Math MGP from 27 in 2019 to 62 as measured by the 2021 SBAC, an increase in the ELA MGP from 29 in 2019 to 50 as measured by the 2021 SBAC, an increase in the Math AGP Target from 19.8 in 2019 to 50.4 as measured by the 2021 SBAC, an increase in the ELA AGP from 28 in 2019 to 46.1 as measured by the 2021 SBAC. In closing opportunity gaps, prior non-proficient students met Math AGP from 9.5 in 2019 to 44 and prior non-proficient students met ELA AGP from 20.5 in 2019 to 38.4 as measured by the 2021 SBAC.</p>
	<p><i>Areas for Growth:</i></p> <p>The Fall 22' MAP Growth Assessment results showed the following: only 55% of students in Kindergarten are at/above the 41st percentile in Math, 46.2% of students in Grade 1 are at/above the 41st percentile in Reading, 41.5% of students in Grade 2 are at/above the 41st percentile in Math and 37.7% are at/above the 41st percentile in Reading, 42.1% of students in Grade 3 are at/above the 41st percentile in Math and 40.2% are at/above the 41st percentile in Reading, 42.1% of students in Grade 4 are at/above the 41st percentile in Math and 37.3% are at/above the 41st percentile in Reading, 33.3% of students in Grade 5 are at/above the 41st percentile in Math and 37.5% are at/above the 41st percentile in Reading.</p> <p>The Spring 22' MAP Growth Assessment results showed only 54% of students in Grades K-5 met their projected growth in Math and 52% of students in Grades K-5 met their projected growth in Reading.</p> <p>The 2021 SBAC Summative Assessment results showed the following: only 29.5% of students in Grades 3-5 were proficient in ELA, only 23.6% of students in Grades 3-5 were proficient in Math, only 14.1% of students in Grade 5 were proficient in Science, and only 29.8% of Hispanic students were proficient in ELA and only 24.1% were proficient in Math.</p> <p>The 2021 NSPF results showed the following: the pooled proficiency was only 24.6% in ELA, Math proficiency in Grades 3-5 was only 23.6%, ELA proficiency was only 29.5%, only 32.5% of students met the ELL AGP target, chronic absenteeism increased from 16.6% in 2019 to 35.7% in 2021, and a decrease in RBG3 proficiency from 56.2% to 27.5%.</p>
<p><b>Problem Statement</b></p>	<p>Only 29.5% of students in Grades 3-5 were proficient in ELA as measured by the 2021 SBAC Summative Assessment.</p>
<p><b>Critical Root Causes</b></p>	<p>Inconsistent Tier I and Tier II instruction of NVACS.</p>

**Part B**

<p style="text-align: center;"><b>Student Success</b></p>	
<p><b>School Goal:</b> Increase the percent of students meeting their adequate growth percentile (AGP) in ELA from 46.1% in 2022 to 50% by 2023 and the AGP in Math from 50.4% in 2022 to 55% by 2023 as measured by the 2023 SBAC.</p>	<p><b>Aligned to Nevada's STIP Goal:</b> Goal 3: All students experience continued academic growth.</p>



**Improvement Strategy:** Teachers will use research based instructional materials when providing Tier I and Tier II instruction in ELA and Math.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisionMathematics Common Core 2020 (3); i-Ready (1)

**Intended Outcomes:** Students will meet and/or exceed projected growth in Reading and Math from Fall to Spring as measured by the Spring 23' MAP Growth Assessment.

**Action Steps:**

- Develop and use grade level long range plans for ELA and Math based on NVACS
- Provide and implement use of enVision Math curriculum material
- Provide and implement use of iReady supplemental reading and math materials
- Provide training on effective Tier I and Tier II instruction
- Monitor Tier I and Tier II instruction using classroom walkthrough google form and classroom observation notes
- Analyze student formative assessment data and make adjustments to student groups and/or plans
- Use the master schedule to ensure the allocation of time for Tier I, II, and III instruction
- Learning strategists will model and co-teach lessons in order to provide assistance to teachers to improve instruction
- Regularly monitor Tier I and II instruction to ensure quality instruction aligned to standards is being provided. This should be done according to the various needs of support for each teacher
- Regularly monitor student growth as measured by formative assessments
- Schedule Title 1 family nights for Literacy, Math, and Science
- Academic teams for Literacy, Math, and Science will plan and facilitate Title 1 family nights
- Purchase materials and supplies for Title 1 family nights

**Resources Needed:**

- iReady Reading K-2 supplemental materials
- iReady Magnetic Reading 3-5 supplemental materials
- iReady Math K-2 supplemental materials
- iReady Professional Development
- enVision Math 2020
- 95 Phonics K-3
- Voyager Passport supplemental materials
- Learning A to Z supplemental materials
- Imagine Learning supplemental online platform
- Renaissance Accelerated Reader and STAR Reading supplemental online platform
- easyCBM for RTI progress monitoring
- myON Software



- Funds for extra duty pay & Prep buy-outs
- Additional books for the school library
- CSR teachers in grades 1 & 4
- Materials/supplies for Title 1 family nights
- Title 1 Learning Strategist
- RBG3 Literacy Strategist
- Title 1 Instructional Assistants
- T1 SPTA III
- Title 1 CTT
- ELL Learning Strategist
- Technology - Chromebooks, Interactive Projectors, printers, iPads, iPad cart, headphones
- Chart paper
- Copy Paper

**Challenges to Tackle:**

- High chronic student absenteeism
- No ELA district adopted curriculum materials for Tier I instruction
- Hiring personnel for vacancies

**Improvement Strategy:** The Title 1 Math Learning Strategist will provide extra support to students in grades 2-5 who scored between the 21st and 40th percentiles in Math on the MAP Growth Assessment. In addition, K-5 classroom teachers will work with students who scored below the 21st percentile in Math on the MAP Growth Assessment during daily Math intervention time.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisionMathematics Common Core 2020 (3)

**Intended Outcomes:** Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. In addition, students working with classroom teachers during daily intervention time will meet and/or exceed projected growth as measured by the Spring MAP Growth Assessment.

**Action Steps:**

- Determine daily math intervention times for grades K-5
- Set up a classroom for daily math instruction with the Math Learning Strategist
- Analyze MAP Growth data to determine students who scored between the 21st and 40th percentile in grades 2-5 that will be in the daily groups
- Determine student groups for daily Math intervention time for students in grades K-5 who scored below the 21st percentile in Math
- Create time in schedule to allow for student transitions to the Math classroom for daily lessons with the Math Strategist



- Identify students who are chronically absent and have Counselor and School Liaison contact & work with families to improve attendance
- Admin will regularly monitor Math intervention instruction at least twice a month to ensure quality research-based instruction is being provided
- Admin and staff will regularly monitor student growth as measured by formative assessments

**Resources Needed:**

- Title 1 Learning Strategist
- MAP Accelerator
- iReady Math K-2

**Challenges to Tackle:**

- Chronic Absenteeism of students identified in groups
- Transition time from regular class to math intervention classroom

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Students will be provided with quality Tier I and Tier II instruction in ELA and Math. Students will be provided an opportunity to use researched based online programs Imagine Learning and iReady reading programs each week for 30 minutes each day. These programs are aligned to each student's individual needs. In addition, students will receive research-based daily small group instruction in ELA for 30 minutes. An english language learner specialist has been hired to provide job-embedded coaching for licensed teachers and to provide tiered interventions for students. Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. Additional licensed professionals will be hired to to reduce class sizes and additional support staff will be hired to assist with daily Tier II instruction.

Foster/Homeless: Students will be provided with quality Tier I and Tier II instruction in ELA and Math. Students will be provided an opportunity to use iReady Reading and MAP Accelerator programs every day for 30 minutes. These programs are aligned to each student's individual needs. In addition, students will receive research-based daily small group instruction for 30 minutes in ELA and Math. Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. Additional licensed professionals will be hired to to reduce class sizes and additional support staff will be hired to assist with daily Tier II instruction.

Free and Reduced Lunch: Students will be provided with quality Tier I and Tier II instruction in ELA and Math. Students will be provided an opportunity to use iReady Reading and MAP Accelerator programs every day for 30 minutes. These programs are aligned to each student's individual needs. In addition, students will receive research-based daily small group instruction for 30 minutes in ELA and Math. Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average





growth as measured by the Spring MAP Growth assessment. Additional licensed professionals will be hired to to reduce class sizes and additional support staff will be hired to assist with daily Tier II instruction.

Racial/Ethnic Minorities: Students will be provided with quality Tier I and Tier II instruction in ELA and Math. Students will be provided an opportunity to use iReady Reading and MAP Accelerator programs every day for 30 minutes. These programs are aligned to each student’s individual needs. In addition, students will receive research-based daily small group instruction for 30 minutes in ELA and Math. Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. Additional licensed professionals will be hired to to reduce class sizes and additional support staff will be hired to assist with daily Tier II instruction.

Students with IEPs: Students will be provided an opportunity to use iReady Reading and MAP Accelerator programs every week. In addition, students will receive research-based small group instruction in ELA and Math. Additional support staff will be hired to assist students with IEPs.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Professional Learning Community Agendas & Notes School Leadership Meeting Agendas & Notes Professional Learning Agendas	Districtwide Climate Survey 2021 SOT Meeting Agendas & Sign-ins	School Wide Data Tracker Master Schedules Master Calendar PLC Template PLC Assessment Tracker
	<p><i>Areas of Strength:</i> Summary: A PLC data review form was developed and implemented using the Defour PLC Model and PLC+ Model and used during weekly PLC planning meetings and data review meetings. Professional Learning Communities in Grades K-5 create weekly agendas for weekly meetings and post completed data review PLC forms in PLC digital folders in the school’s team drive. School Leadership Team meetings are held once a month and members of the team include K-5 PLC Leaders, Strategists, and Administration. A school-wide data tracker sheet is used to track all formative assessment data for all students in Grades</p>		



	<p>K-5. A master calendar is developed and monitored to schedule all school meetings and events. A master schedule is developed and implemented to ensure allocated time for content areas, intervention times, special classes, and lunch time. School Organization Team (SOT) are held monthly and agendas and notes are posted on the school's website. Professional Learning is planned according to staff needs, formative assessment data and in alignment with school goals.</p> <p>According to the 2021 Districtwide Climate Survey, results showed the following: an increase in the percentage of staff feeling supported at the school from 76% in 2020 to 90% in 2021, an increase in the percentage of staff that feel they are satisfied with their level of involvement in the decision-making at the school from 85% in 2020 to 90% in 2021, an increase in the percentage of staff who feel that the teachers, staff, and administrators work well together from 85% in 2020 to 97% in 2021, an increase in the percentage of staff who feel that there are adequate materials and basic supplies for teaching and learning from 76% in 2020 to 100% in 2021, an increase in the percentage of staff who feel there is good communication amongst teachers, staff, and administrators from 71% in 2020 to 90% in 2021, an increase in the percentage of staff who feel that the school is a safe place for staff from 90% in 2020 to 95% in 2021, and an increase in the percentage of staff who feel that the school's administrators' behavior toward staff is supportive and encouraging from 80% in 2020 to 95% in 2021.</p>
	<p><i>Areas for Growth:</i> A revised PLC data review form was developed and implemented this year to include planning of instruction and effective instructional strategies for Tier I instruction. The staff need additional time for implementation of these expectations and procedures. In addition, implementation will need to be closely monitored by school administration.</p> <p>According to the 2021 Districtwide Climate Survey, results showed the following: only 80% of staff feel that they have many opportunities to influence what happens within the school and only 76% of staff feel that the school promotes staff and teacher participation in decision-making that affects school practices and policies.</p>
<p><b>Problem Statement</b></p>	<p>Only 76% of school staff feel that the school promotes staff participation in decision-making that affects school practices and policies as measured by the 2021 Districtwide Climate Survey.</p>
<p><b>Critical Root Causes</b></p>	<p>Professional Learning Communities are inconsistent in implementing PLC structures and school staff are not being included in decision-making processes.</p>

**Part B**

<p style="text-align: center;"><b>Adult Learning Culture</b></p>	
<p><b>School Goal:</b> Increase the percentage of staff that feel they have an opportunity to participate in decision-making that affects school practices from 76% to 90% as measured by the December 2022 Districtwide climate survey.</p>	<p><b>STIP Connection:</b> Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> School leadership (Admin) will provide staff with professional learning on effective PLC structures.</p>	



<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Analyze data in PLCs (3); Build a committed staff and provide professional development (1)
<b>Intended Outcomes:</b> Teachers will have opportunities to participate in decision-making that affects school practices.
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Identify expectations for PLC leaders pertaining to their role and responsibilities</li><li>● Train PLC Leaders on how to effectively communicate with all team members through the use of consensus strategies, PLC agendas and data review template</li><li>● Use google forms for surveys so staff can participate in decision-making that affects the school</li><li>● During and after monthly school leadership meetings, notes from the meeting will be used to create a bulleted list of items for PLC leaders to share with team members</li><li>● Provide training on effective PLC structures</li><li>● After monthly school leadership meetings, ensure everyone on the team has access to meeting agendas and notes for reference</li><li>● During monthly school leadership meetings, provide specific leadership training for PLC leaders</li><li>● Administration will regularly monitor PLC agendas and notes for each grade level PLC team</li><li>● Administration will attend weekly PLC meetings and review agendas and notes</li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Agendas and notes for school leadership meetings and weekly PLC meetings</li><li>● Google forms</li><li>● Materials for leadership trainings</li><li>● Funds for attending PLC trainings</li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Staff that do not comply with expectations</li><li>● Lack of time available for collaboration and PLC time to analyze data and plan for instruction</li></ul>
<b>Improvement Strategy:</b> Staff will have an opportunity to attend professional learning at the Kagan Winter Academy and Get Your Teach On conferences.
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Build a committed staff and provide professional development (1); Kagan (2)
<b>Intended Outcomes:</b> Teachers will implement instructional strategies and knowledge gained from attending professional learning conferences.

**Action Steps:**

- Identify date of conference/trainings held in Las Vegas in January and February 2023
- Create an invite/google form survey for teachers to sign up to attend training
- Admin will attend conferences/training with teachers
- Teachers who attend trainings will share knowledge learned with other teachers/staff at the school
- Learning Strategists will support teachers in implementation of effective instructional practices and strategies through co-teaching, modeling lessons, and classroom walkthroughs, and timely feedback
- Administration will support teachers in implementation of effective instructional practices and strategies through timely feedback during classroom walkthroughs and the NEPF observation guidelines and protocols

**Resources Needed:**

- Funds to attend formal conference/trainings
- Funds to pay staff extra duty to attend conference/trainings

**Challenges to Tackle:**

- Commitment from staff to attend the formal conference/training
- Lack of time available for professional learning as conferences/training are held outside of contracted time

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.

Foster/Homeless: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.

Free and Reduced Lunch: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.

Racial/Ethnic Minorities: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.

Students with IEPs: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	Chronic Absenteeism Panorama Survey Gr 3-5 Districtwide Climate Survey After School All Stars Attendance	School Leadership Team Agendas & Sign-ins Districtwide Climate Survey	Title 1 Annual Meeting Notes & Evaluations Title 1 Family Night Evaluations Districtwide Climate Survey SOT Meeting Agenda & Notes PSTAPT participation and exit surveys
<b>Data Reviewed</b>	<p><i>Areas of Strength:</i></p> <p>The Panorama Survey results for students in Grades 3-5 showed the following: an increase in the percentage of students having positive feelings from 63% in Fall 2021 to 66% in Spring 2022, an increase in the percentage of students feeling of sense of belonging from 62% in Fall 2021 to 63% in Spring 2022, an increase in the percentage of students feeling that people at the school understand them as a person from 59% in Fall 2021 to 62% in Spring 2022, an increase in the percentage of students who feel that they receive support from the adults at the school from 61% in Fall 2021 to 69% in Spring 2022. In addition, a student council program was implemented during the 2021-2022 school year. Students from Grades 3-5 participated in bi-weekly meetings to plan school wide events and activities. Additionally, the school's After School All Stars Program had an average of 150 students participate in daily academic hour and club hour activities 4 days a week for 2 hours a day.</p> <p>Results from the 2021 Districtwide Climate Survey showed the following: 71% of students in Grades 4-5 agreed that the school does a good job to prevent bullying and 82% disagreed that students in the school were teased by other students because of race or ethnicity. According to the 2021 Districtwide Climate Survey, results showed the following: an increase in the percentage of staff feeling supported at the school from 76% in 2020 to 90% in 2021, an increase in the percentage of staff that feel they are satisfied with their level of involvement in the decision-making at the school from 85% in 2020 to 90% in 2021, an increase in the percentage of staff who feel that the teachers, staff, and administrators work well together from 85% in 2020 to 97% in 2021, an increase in the percentage of staff who feel that there are adequate materials and basic supplies for teaching and learning from 76% in 2020 to 100% in 2021, an increase in the percentage of staff who feel there is good communication amongst teachers, staff, and administrators from 71% in 2020 to 90% in 2021, an increase in the percentage of staff who feel that the school is a safe place for staff from 90% in 2020 to 95% in 2021, and an increase in the percentage of staff who feel that the school's administrators' behavior toward staff is supportive and encouraging from 80% in 2020 to 95% in 2021. A review of Parent Student Teacher Academic Planning Time (PSTAPT) exit surveys showed that 100% of parents felt that the meetings held with teachers/staff were beneficial and helped them understand their student's current academic</p>		



	<p>progress and end of the year goals. A review of School Organization Team (SOT) notes showed that parents on the team and those attending meetings were involved in the decisions made at the school and provided valuable feedback. In addition, results from the 2021 Districtwide Climate Survey showed the following: 97% of parents felt the school cared about their child, 96% of parents felt welcome at the school, 97% of parents felt that the school saw them as a partner in their child’s education, and 97% of parents felt that the school promptly responds to phone calls, messages, or e-mails.</p>
	<p><i>Areas for Growth:</i>          The 2021 NSPF results showed a chronic absenteeism rate of 35.7%. Due to Covid-19 Pandemic protocols, absenteeism will continue to be a challenge for the school. According to the Spring 2022 Panorama Survey, only 63% of students in Grades 3-5 felt a sense of belonging to the school. Based on specific questions from the survey, only 62% of students felt that people at school understood them as a person and only 66% felt that they belonged at the school. A review of the 2021 Districtwide Climate Survey results showed the following: 69% of parents felt that the school informed them of how fundraising monies are used.</p>
<p><b>Problem Statement</b></p>	<p>The Fall 22’ Panorama survey results indicated that only 63% of students felt a sense of belonging to the school.</p>
<p><b>Critical Root Causes</b></p>	<p>Lack of student leadership and school activities to promote student involvement in the school community.</p>

**Part B**

<p style="text-align: center;"><b>Connectedness</b></p>	
<p><b>School Goal:</b> Increase the percentage of students feeling connected to the school from 63% in fall 2022 to 70% as measured by the spring 2023 Panorama Survey.</p>	<p><b>STIP Connection:</b> Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> Implement a Student Council program to promote student voice and school involvement.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Creating a Positive School Climate and Culture (3);</p>	
<p><b>Intended Outcomes:</b> Students who participate in student council will develop leadership skills and feel more connected to the school and promote student participation in school wide activities to increase overall student sense of belonging at the school.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Create a timeline for student council applications and elections</li> </ul>	



- Identify staff to facilitate and lead the student council
- Students will be actively engaged in SEL class activities
- Identify schedule for student council meetings
- Communicate with students about feeling connected to the school and having a sense of belonging during SEL classes
- Identify and develop long range plans for activities for student council meetings
- Develop a plan for calendared school wide activities and events for all students and families
- Admin will be involved and attend meetings
- Admin and teacher leaders will create a structure for school leadership practices and procedures involving students
- Student council members will receive training in leadership and develop school wide activities to promote student involvement
- Identify resources needed for school wide activities and/or events involving all students and/or families

**Resources Needed:**

- Counselor
- Social Worker/School Liaison
- SEL teacher (Humanities)
- Staff advisors for student council
- Student Council election application and voting forms

**Challenges to Tackle:**

- Getting students to be involved in school leadership
- School wide involvement in planned activities and events

**Improvement Strategy:** Implement After School All Stars program which includes one hour of academic support and one hour of various extracurricular activities.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a Positive School Climate and Culture (3)*

**Intended Outcomes:** Students in grades 1-5, who participate in the After School All Stars program will receive one hour (4) days a week of extra instruction and support in ELA and Math. Students will also participate in one hour (4) days a week of a desired club and/or activity pertaining to students' interests. In addition, students who participate in the after school program will have a greater feeling of being connected to the school community as measured by the Panorama survey.

**Action Steps:**

- Apply for the After School All Stars program (21st Century Grant)
- Identify staff to be leaders/facilitators for the program
- Arrange for staff to attend training(s)



- Identify staff that would like to do the program and what clubs they would like to lead
- Utilize the program's software for parents to sign up students for participating in the program
- Create club lists
- Provide training for staff
- Purchase materials for each after school club
- Program leaders will regularly monitor student participation/attendance
- Program leaders will regularly monitor academic hour of instruction and club activities

**Resources Needed:**

- After School All Stars (21st Century Grant) funding
- Materials for each club
- Training for staff
- Extra duty pay for staff through the grant/program funding

**Challenges to Tackle:**

- Student attendance/participation in the After School All Stars program

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition, students will have an opportunity to participate in school wide activities and events.

Foster/Homeless: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition, students will have an opportunity to participate in school wide activities and events.

Free and Reduced Lunch: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition, students will have an opportunity to participate in school wide activities and events.

Racial/Ethnic Minorities: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition, students will have an opportunity to participate in school wide activities and events.

Students with IEPs: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition, students will have an opportunity to participate in school wide activities and events.





## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	\$3, 823, 178.04	Personnel, supplemental materials, library books, supplies, prep buyouts, field trips, transportation, extra duty pay, technology, tuition/fees	Inquiry Areas 1-3 Goals
At-Risk	\$86, 929.80	CSR teachers, supplies	Inquiry Area 1 Goal
ELL	\$381, 999.17	CSR teachers, Learning Strategist, Extra-duty Pay, Title 1 Instructional Assistant	Inquiry Area 1 Goal
Title 1	\$254, 400.00	Learning Strategist, CSR teacher, supplies, Instructional Assistant, software/online programs, technology, supplemental materials, prep-buys, family nights, extra duty pay, professional learning	Inquiry Areas 1-2 Goals
Title III ELL	\$12, 870.00	Imagine Learning online platform	Inquiry Area 1 Goal
1003a	\$94, 969.50	Read by Grade 3 Literacy Strategist	Inquiry Area 1 Goal
21st Century Grant (After School All Stars)	\$122, 382.77	Extra duty pay for After School All Stars program, field trips, transportation, supplies	Inquiry Area 3 Goal
ESSER III	\$84,906.00	Site-based Computer Technician, supplies	Inquiry Areas 1-3 Goal